DOCUMENT RESUME

ED 422 328 SP 038 125

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TITLE	Teaching for Understanding. Linking Research with Practice. The Jossey-Bass Education Series.
SPONS AGENCY	Spencer Foundation, Chicago, IL.
ISBN	ISBN-0-7879-1002-3
PUB DATE	1998-00-00
NOTE	379p.; For complimentary handbook, see SP 038 124.
AVAILABLE FROM	Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($30.95).
PUB TYPE	Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Comprehension; Educational Objectives; Educational Research; Educational Theories; Elementary Secondary Education; Higher Education; Knowledge Level; Preservice Teacher Education; *Reflective Teaching; Teacher Collaboration; Teacher Researchers; Teachers; Teaching Methods; Theory Practice Relationship
IDENTIFIERS	*Reflective Thinking; Teacher Researcher Cooperation

ABSTRACT

From 1988 through 1995 a group of researchers at the Harvard Graduate School of Education collaborated with teachers from nearby schools on research to address questions about teaching for understanding and linking research with practice. They describe the theoretical foundations underlying the Teaching for Understanding framework, the process and results of using the framework in a range of classroom settings, and the implications for teacher education and school change. The book begins with "Introduction: The Importance of Understanding" (M.S. Wiske). Part 1, "Foundations of Teaching for Understanding," includes the first two chapters: (1) "Why Do We Need a Pedagogy of Understanding?" (V. Perrone) and (2) "What is Understanding?" (D. Perkins). Part 2, "Teaching for Understanding in the Classroom," includes: (3) "What is Teaching for Understanding?" (M.S. Wiske); (4) "How Do Teachers Learn to Teach for Understanding?" (M.S. Wiske, K. Hammerness, and D.G. Wilson); and (5) "How Does Teaching for Understanding Look in Practice?" (R. Ritchhart, M.S. Wiske, E. Buchovecky, and L. Hetland). Part 3, "Students' Understanding in the Classroom," includes: (6) "What Are the Qualities of Understanding?" (V.B. Mansilla and H. Gardner); (7) "How Do Students Demonstrate Understanding?" (L. Hetland, K. Hammerness, C. Unger, and D.G. Wilson); (8) "What Do Students in Teaching for Understanding Classrooms Understand?" (K. Hammerness, R. Jaramillo, C. Unger, and D.G. Wilson"); and (9) "What Do Students Think About Understanding?" (C. Unger, D.G. Wilson, R. Jaramillo, and R. Dempsey). Part 4, "Promoting Teaching for Understanding," includes: (10) "How Can We Prepare New Teachers?" (V. Perrone) and (11) "How Can Teaching for Understanding Be Extended in Schools?" (M.S. Wiske, L. Hetland, and E. Buchovecky). There is also a "Conclusion: Melding Progressive and Traditional Perspectives" (H. Gardner). (SM)

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